DOCUMENT RESUME

ED 301 690 CE 051 454

AUTHOR	Marshall, Judith
TITLE	International Literacy Year 1990: Building the Momentum. Report of the Meeting of the International Task Force on Literacy (2nd, West Berlin, Federal Republic of Germany, June 5-10, 1988).
INSTITUTION	International Council for Adult Education, Toronto (Ontario).
PUB DATE	88
NOTE	33p.
AVAILABLE FROM	International Task Force on Literacy Coordinating Office, 720 Bathurst Street, Suite 500, Toronto, Ontario M5S 2R4 ($5.00).
PUB TYPE	Collected Works - Conference Proceedings (021) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Adult Basic Education; Developed Nations; Developing Nations; Foreign Countries; *Illiteracy; International Cooperation; *International Programs; Literacy; *Literacy Education; *Publicity; Public Support
IDENTIFIERS	International Literacy Year 1990

ABSTRACT

This report provides materials from the second meeting of the International Task Force on Literacy (ITFL), which focused on specific goals and targets for nongovernmental organization (NGO) mobilization for 1990, International Literacy Year (ILY). Section 2 discusses issues that emerged as central to work in literacy, including literacy, democracy, and empowerment; images of literacy and the illiterate; technical/pedagogical goals versus political/ideological goals; role of teachers in literacy; illiteracy in industrialized countries; women's experiences of literacy; Unesco's vital role in literacy; how high a priority literacy really is; literacy actions by NGOs; and a research agenda for literacy. Section 3 summarizes these reports to the Task Force: International Council for Adult Education Needs Assessment Survey of Member Associations, a project proposal for a video-based resource package linking the theme of peace to literacy; a proposal to create a special book for ILY written by literacy learners; and proposals to educate and mobilize world public opinion about literacy through the arts. Chapter 4 sets forth the framework of a common strategy for ILY. Components are identified for five broad areas: creating public awareness, creating and strengthening literacy structures, stimulating a "great debate" on literacy, encouraging literacy research and evaluation, and ITFL Coordinating Office activities. Outlines of plans of action of international NGOs prior to, during, and beyond ILY 1990 are appended. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED301690

International Literacy Year 1990: Building the Momentum

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Report of the Second Meeting of the International Task Force on Literacy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Intl Council for Adult Education
S Vanden Voet
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

West Berlin, Federal Republic of Germany, June 5-10, 1988

International Task Force on Literacy

Coordinating Office: 720 Bathurst St., Ste. 500, Toronto, Canada M5S 2R4
Telephone (416) 588-1211, Telex 06-986766 TOR, FAX (416) 588-5725

CE051454

BEST COPY AVAILABLE

International Literacy Year 1990:
Building the Momentum

Report of the Second Meeting of the International Task Force on Literacy
West Berlin, Federal Republic of Germany, June 5-10, 1988
Written and compiled by: Judith Marshall
Layout and Images: Ted Dyment of Blackbird Design

International Task Force on Literacy (Coordinating Office)
720 Bathurst St., Ste. 500, Toronto, Canada M5S 2R4
Telephone (416) 588-1211
Telex 06-986766 TOR, FAX (416) 588-5725

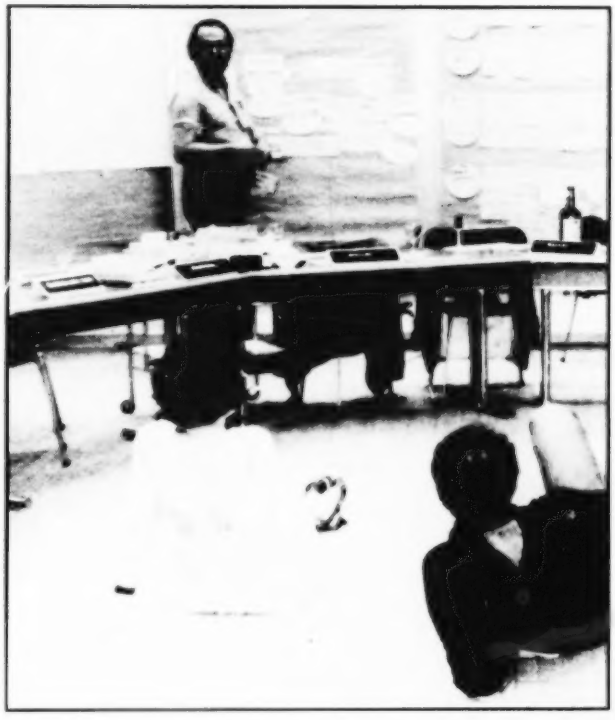
ITFL gratefully acknowledges funding support for this meeting from:
German Foundation for International Development
and Canadian International Development Agency

© International Task Force on Literacy 1988
International Task Force on Literacy (Coordinating Office)
720 Bathurst St., Ste. 500, Toronto, Canada M5S 2R4
Telephone (416) 588-1211
Telex 06-986766 TOR, FAX (416) 588-5725

Table of Contents

1. ***Introduction*** 2
2. ***Deepening the Issues and Objectives of ILY 1990*** 3
3. ***Reports to the Task Force*** 7
   - A. ICAE Needs Assessment Survey 7
   - B. Special Projects 8
     - Video on Literacy and Peace 8
     - Book Voyage Project 9
     - ILY 1990 Through the Arts 9
4. ***A Common Strategy for ILY*** 11
   - — Creating Public Awareness 11
   - — Creating and Strengthening Literacy Structures 11
   - — Stimulating a "Great Debate" About Literacy 12
   - — Encouraging Literacy Research and Evaluation 12
   - — Activities of the Task Force Coordinating Office 12
5. ***Appendices*** 13
   - A. Plans of Action of International NGOs Prior to, During and Beyond ILY 1990 13
   - B. List of Participants 25

Back row (*left to right*): Anja Dietrich, John Mungai, Amele Zewge, Yusuf Kassam, Budd Hall, Didacus Jules, Jutta, Pai Obanya, Andree Boucher, Alan Crawford, Elisabeth Fuchs-Bruninghoff, Doreen Boyd, Lei Heng-Min, Dai Rong-Guang, Hashim Abu Zeid.
Front row (*left to right*): Judith Marshall, Lalita Ramdas, Rosa Maria Torres, Radha Kumari, Agneta Lind, Joyce White.
Missing: Harbans Bhola, Ravindra Dave, Muhamar Fall, Maria Luisa Jaureagui de Gainza, Heribert Hinzen, Poul-Erik Kandrup, Alfonso Lizarzaburu, Ian Morrison, Sergiusz Najar, Traugott Schofthaler.



1. Introduction

The second meeting of the ITFL brought together a slightly expanded group of just over 30 adult educators for a week in Berlin and moved from general objectives to more specific goals and targets.

BUILDING THE MOMENTUM FOR 1990, INTERNATIONAL LITERACY YEAR, AS A "PEOPLE'S YEAR" — this set the tone for the second meeting of the International Task Force on Literacy (ITFL). International Literacy Year was seen as a year to deepen the links between literacy and the achievement of social, political and economic democracy, a year to strengthen permanent structures for work in literacy at both government and NGO levels, a year that will increase empowerment and not dependency, and a year that will mark the beginning of a ten year intensive effort through to the year 2000 to dramatically reduce illiteracy on this globe.

The first meeting of the ITFL held in Toronto in October 1987 brought together 20 prominent adult educators from around the world representing some key international and national NGOs, Unesco and the Unesco Institute for Education plus the literacy networks of ICAE's regional member associations. From this first meeting came a set of general objectives, namely:

- To provide a forum and a structure for NGO mobilization for ILY 1990
- To chart out broad NGO strategies for ILY 1990 between now and 1990
- To find ways to support NGOs in promoting ILY 1990
- To strengthen communication and cooperation among NGOs in relation to ILY 1990

The second meeting of the ITFL brought together a slightly expanded group of just over 30 adult educators for a week in Berlin and moved from general objectives to more specific goals and targets. The progress reports presented to the meeting focussed on actions planned prior to ILY, during ILY and during the forthcoming decade. The International Council for Adult Education presented several special projects along with the results of a Needs Assessment Survey sent to its member organizations after the first ITFL meeting. There was a session designed to stimulate thinking about literacy research which contributed towards both a demystification of research and the decision to undertake a "state-of-the-art" review of NGO literacy activities as part of ILY 1990. As the reports were presented and debated, the issues and elements of a broader strategy were noted. These became the basis for further work on building a joint plan of action for ILY 1990 . The framework of a common strategy was divided into four broad areas, each with a series of tasks. The four areas include:

— Creating Public Awareness
— Creating and Strengthening Literacy Structures
— Stimulating a "Great Debate" on Literacy
— Encouraging Literacy Research and Evaluation

The Berlin meeting designated ICAE as the Task Force Coordinating Office, charged with implementing and monitoring the plan of action, including the production of a quarterly newsletter.

Further ITFL work sessions were planned for, for Naivasha, Kenya in April 1989 and for Asia later during that year. These meetings will be designed to build the momentum for ILY 1990 yet further. This will be done by advancing with the concrete tasks already defined in the joint plan of action and identifying new ones. The evaluation carried out at the end of the week indicated a general feeling of accomplishment in having laid the groundwork for a significant NGO contribution to ILY 1990.

2. *Deepening the Issues and Objectives of ILY*

The opening remarks of ICAE Secretary-General Budd Hall set the framework for the ITFL work session in the direction of probing questions and a search for more adequate ways of understanding literacy.

"Can we use the year to deepen the debate about literacy, to see how it works, what strategies are effective, what is the actual link between literacy and empowerment? Can the ITFL set a tone for candour and frankness? Can we democratize the debate about literacy, bringing more learners into the discussion? Can we reduce the level of paranoia about literacy? We present success stories rather than setting a tone of frank, critical debate. Yet we know that many mass programmes don't succeed. We have analyzed those that did succeed but what about the others? We also know that community-based literacy programmes are not all accomplishing their goals, both in terms of numbers and time frames claimed. And what about the vague and mysterious relation with statistics?"

"Can the ITFL set a tone for candour and frankness? Can we democratize the debate about literacy, bringing more learners into the discussion? Can we reduce the level of paranoia about literacy?"

During a week of intensive discussion and debate, there was further work on defining the goals and objectives for NGO mobilization for ILY 1990. The International Task Force on Literacy envisions a year which:

- Marks the beginning of a 10 year intensive effort to dramatically reduce illiteracy in the world
- Mobilizes resources from the grassroots and factory floors through to government and educational institutions
- Recognizes that illiteracy is a problem of both industrialized and non-industrialized nations
- Will not confuse a campaign against illiteracy with a campaign against illiterate people
- Links literacy to the achievements of social, economic and political democracy
- Strengthens organizations of women, the poor, the jobless and landless
- Results in increased empowerment of people, not increased dependency
- Results, most importantly, in strengthened permanent structures for promoting and enhancing literacy and adult education at both governmental and non-governmental levels

These ITFL goals complement and support Unesco goals for ILY 1990.

A number of issues emerged as central to our work in literacy at this moment, with repeated interventions underscoring the need to use ILY 1990 as an opportunity for reflection and systematization of where we really are in literacy. The expectation was that ILY 1990 would not so much take us to "definitive answers" about literacy but to asking "better questions." The main issues that emerged were as follows:

Literacy, Democracy and Empowerment

The close links between literacy, democracy and empowerment were underscored, with a strong reaffirmation of literacy as integrally linked to the broader quest for social, economic and political democracy. Empowerment through literacy was seen as having to do not only with empowerment in the larger society, but also within the power relations of learner/teacher/facilitator in the literacy classroom. If literacy is understood not only as reading and writing skills but also as having a "voice," a space for action in one's society, how do we understand the forces that impede literacy? In what ways do new literacy skills actually bring empowerment within families, communities, workplaces and societies? Does this work differently for women than for men? And what chance is there of using new literacy skills in the current economic crisis which means there are no books, no literate environment anyway?

Images of Literacy and the Illiterate

There was persistent concern about the images of literacy and the illiterate. There are war metaphors ("campaigns to eradicate illiteracy," "the battle of the book," "pencils as weapons.") There are health metaphors (illiteracy as a "plague", or a "scourge.") Illiteracy often becomes part of a broad social pathology that implicitly or explicitly blames illiteracy for the social problems of unemployment, poor health, low productivity, weak family management, and school failure. What would more adequate images of literacy and the illiterate look like? How will this be different in the North and the South? Given the stigma of illiteracy in the industrialized countries, is there a danger that ILY publicity will result in driving illiterates underground? How can we build a communications strategy into the ITFL?

Technical/Pedagogical Goals vs. Political/Ideological Goals

The need for better articulation between governments, NGOs and popular social movements was underscored. Integrally related was the question of finding the right mix for realizing both technical/pedagogical goals and also political/ideological goals. Literacy programmes understood as a process of liberation at times have shown more concern over conscientization than over actual reading and writing skills, while in reality both must be accomplished simultaneously.

Role of Teachers in Literacy

Are trained teachers a huge potential resource for literacy — or a guarantee of failure? Many participants spoke to the complex link between formal and non-formal systems. Trained teachers are often seen as the worst informal educators. In some countries teachers are seen as inextricably tied into authoritarian, traditional, vertical teaching processes, the antithesis of the questioning and pedagogy of empowerment espoused by popular educators. Professional teachers have been known to question the validity of literacy workers as teachers. On the other hand, there are recent experiences of teacher involvement in literacy that have resulted in broader pedagogical debate and a questioning of authoritarian practices in the formal system.

Searching for new images of the illiterate.

Illiteracy in the Industrialized Countries

The question of strategies for the illiterate in the industrialized countries came up recurrently, with recognition of the need to distinguish between illiteracy in North and South, defining both differences and similarities. Clearly there are very different uses for literacy skills in the literacy environments of industrialized and non-industrialized countries. There was recognition of the need to combat the feelings of marginalization experienced by literacy workers in industrialized countries within the world literacy movement in general, and in the specific context of ILY 1990 preparations. There was also a recognition of the usefulness of South-North exchanges in order to feed the long and rich experience and action in the South into the literacy experiences in the North.

Women's Experiences of Literacy

It was recognized at various points during the discussions that women's experience of illiteracy and the doors opened to them by new literacy skills were funda-

mentally different from those of men. In many societies with high levels of illiteracy, new abilities to speak, read, write and count work for men in different ways than they do for women. And clearly the willingness of illiterate women and men to make a time commitment to literacy is determined largely by their assessment of what kinds of areas will be opened to them by literacy. The need for ILY 1990 to create opportunities for women to speak about their experiences of literacy was strongly expressed. This included attention to the assumptions concerning women's role in society that continue to silence women even after becoming literate and also the specific structural constraints around domestic labour and child care that impede women's participation in literacy.

Unesco's Vital Role in Literacy

The key role of Unesco in promoting literacy action was recognized. There was also enormous appreciation of the Unesco contribution to the proceedings throughout the second meeting of the ITFL. Many aspects of Unesco's policies and procedures were clarified in the course of the discussions. A number of questions were posed about how to work more effectively with Unesco. One set of questions had to do with UN-promoted international years in general. How do we counter the "ho, hum, one more international year" syndrome? Do UN years have their own internal logic, regardless of what NGOs might hope to accomplish? Can/should NGOs involve themselves with these years? If they should, how do we best alert NGOs not specializing in literacy about ways to get involved?

Concern was expressed about difficulties in working relations with Unesco bodies at regional level and within National Commissions. Another persistent issue was the incomprehensible language of Unesco documents. There was a strong plea for Unesco to leave aside "jargon" and work in accessible language.

Questioning not the "why" of literacy, but "when" and "how" with people struggling to survive.

Literacy — What Level of Actual Priority

Troubling questions were posed about how high a priority literacy really is — or indeed can be, at government, local community and family level. For many governments in the South, the place of literacy in national priorities is very low. Perhaps this must be so, given the urgent pressures to respond to questions of international debt servicing, defence, agriculture, health etc. All too often, literacy efforts depend almost entirely on foreign donors. Many governments in the South are in the situation where one NGO grant for literacy may be more than the entire national budget allocation to literacy! What are the implications of this kind of dependency on foreign donors for literacy? At community level, where questions of survival are so high on the agenda, can literacy be dealt with before the urgent questions of food, land, water supply, children's education, health, etc. At a family level, can time be made for literacy classes against time needed for farming, fetching water, child care, and food preparation?

It was felt necessary to underscore that none of this questioning was meant to indicate a crisis of conviction about the "why" of literacy. What it does point to is the need for much clearer strategies about "how" and "when" and "with whom" literacy is effective, within the larger process of strategies both for survival and economic/political/social change.

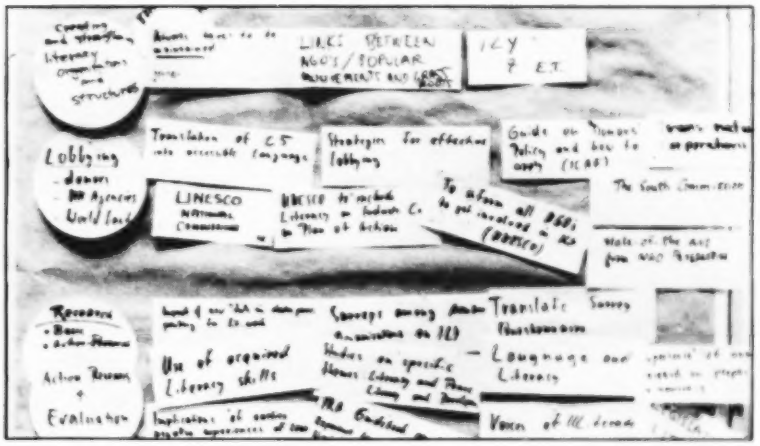
Literacy Actions by NGOs

Active scrutiny was given to the role of NGOs in literacy, and the forms of literacy action organized by them. There was a common acknowledgment that there are widespread practices of literacy throughout the world in very small groups, often of ten or twelve people, at local level. Given that NGOs tend to be very weakly linked, often this work in literacy finds NGOs re-inventing the wheel. In some regions such as Latin America, there has been a widespread NGO abandonment of literacy, with priorities now put on conscientization, cooperatives, women, health, etc. How do we understand this? And are these other activities appropriate points of entry for literacy at a later phase?

In theory there is talk of a divorce between NGOs and government in literacy. In Latin America there is even a well-developed language of polarities, although in practice, the links with government are often rather strong. It was recognized as important to tap into government resources, programmes and sympathetic bureaucrats.

The Great Debate — A Research Agenda for Literacy

There was a strong feeling expressed about the need for more research on literacy, both at the local level and also at the global level. There were recurrent expressions of anxiety about not having a more solid base of data, both quantitative and qualitative, about actual literacy practices today. There was a concern that the research be carried out and communicated in such a way as to have immediate usefulness for those involved in literacy at the grassroots. There should be concrete case studies of real successes and failures. Consideration should be given to research methodology, opting for approaches based on action research and participatory evaluation models. Full use should be made of already existing research and evaluation structures, including existing ICAE networks, universities, institutes etc. From these discussions came the idea of using the ILY as an opportunity for promoting a "Great Debate" about literacy, recognizing that much of the accepted wisdom about literacy needs to be critically examined in relation to advances and retreats in literacy over the past decades. It was felt that the period prior and during ILY could be seen as a time for intense questioning and debate, along with a solid programme of research and evaluation. The findings from these activities would allow the international literacy movement to launch a decade of work on literacy between 1990 and 2000 on a much surer footing.



Defining issues and elements of strategy

3. Reports to the Task Force

A. ICAE Needs Assessment Survey of Member Associations for International Literacy Year 1990

The International Council for Adult Education reported on the Needs Assessment Survey of its member associations, undertaken as part of its contribution to promoting International Literacy Year 1990. A nine page questionnaire was sent out in early January, designed both to inform and mobilize for ILY 1990, and at the same time to seek information about plans and possible areas needing support. Almost 50 percent of the member associations responded, giving a strong indication of the degree of energy and commitment ICAE members are prepared to devote to literacy.

ICAE members' perceptions of the major tasks for ILY 1990 clustered around three poles:

— strengthening and broadening participation in literacy at the grass-roots, i.e.mechanisms to build national and regional networks of literacy workers in order to share experiences, training, materials etc.;

— increasing government commitment and support for literacy;

— gaining greater public support for literacy.

Other ideas of major tasks for ILY included strengthening programmes, training and regional linkages.

The vision of what kind of a year ILY 1990 should be converged mainly around using ILY 1990 to create greater public awareness about illiteracy and greater political will to tackle it. Another fairly large group of member associations see it as a year for dramatic advances toward actual eradication of illiteracy (some in 1990, others by 2000) and/or expansion of literacy programmes. Smaller numbers look forward to the year as one to establish national and regional networks, strengthen training, carry out workshops and symposia, develop mother tongue literacy, encourage NGO involvement and develop methodologies and theorizations of "popular literacy."

The main fears for ILY were that it would be a year characterized by a lot of words without any concrete programmes and resources to back them up. "No budget" was stated by some as their greatest fear. Closely related were fears of ILY 1990 as a "purely ritual occasion," remaining as the "monopoly of government" and, in the end, "siphoning off resources from the local to the international plane." Yet another fear was that a narrow concept of literacy, reducing it merely to reading and writing, would emerge, or worse still, that a "pathology" of the illiterate would be constructed. Several respondents feared that, with success, their countries would not be able to meet the demands of a literate society.

Our main fear is that there will be a false sense of euphoria, accompanying international conferences, loaded statements and a waste of resources. Euphoria followed by apathy and complacency has been the experience of most UN-sponsored International Years and Decades.
(ASPBAE)

CEAAL wants to have an interdisciplinary, multi-programme project of popular education for indigenous populations in Argentina, Bolivia, Peru, Ecuador, Guatemala and Mexico.
(CEAAL)

Implications for Action For ICAE

Amidst the richness and diversity of the replies to the questionnaire, a number of themes began to emerge which are important for shaping ICAE's programme for International Literacy Year. The survey results point to a wide diversity of assumptions about how to approach literacy, and at the same time an underlying anxiety about where we are really going. There is a recurrent need expressed throughout the survey for more comparative studies of actual experiences of literacy, more opportunities to look closely at the impact of increased literacy skills on the lives, communities and societies of real women and men.

The main recommendations for action from ICAE from the analysis of the survey results include:

1. Supporting national and regional workshops, seminars, participatory research etc. in which different experiences of literacy can be analyzed, paying special attention to their impact on the larger community and society and on women.

2. Carrying out a "state-of-the-art" study of literacy for ILY 1990 through widespread consultations and investigations, organized through participatory processes, from which would come an NGO/popular movement assessment of where we are in literacy and where we should proceed.

The situation in Nigeria, which now has more than one hundred million people, 80% of whom are illiterate, must be taken into careful consideration. One out of every four Africans is a Nigerian, yet the country is still battling to feed itself..."
(Nigeria)

3. Establishing a "clearing house" for human resources for literacy, identifying committed and experienced literacy experts who are prepared to make themselves available for 1-3 month consultancy contracts during ILY 1990, financed as short-term cooperants by various funding agencies. Member organizations of ICAE, both national and regional, could request these consultants, individually or in teams, for particular workshops, evaluation studies, training events, participatory research projects, etc. during ILY.

4. Supporting a programme of publications and documentation on literacy, including collecting, commissioning, translating and disseminating useful studies. Materials should include teaching materials, documents, videos etc. Innovative strategies for getting these materials into circulation should be included, taking into consideration the limited foreign exchange resources of possible users.

5. Supporting specific regional and international initiatives that allow literacy workers at the base to share their experiences. The desire for more contact with others involved in literacy came up recurrently, with such exchanges not seen as the prerogative of senior planners, policy makers and experts, but of literacy workers at the grass roots, the women and men actually learning to read and write, the voluntary teachers, the young coordinators and technical assistants.

6. Organizing a special consultative process on women and literacy, recognizing that women's experience of illiteracy, the structural impediments to their participation in literacy, and the impact of literacy skills for their lives differ markedly from each of these for men. Women themselves would be the primary participants in this process.

7. Encouraging use of ILY as a year of investigation, reflection and debate from which would come an NGO/popular movement analysis of where we are and what the issues are in literacy. This could contribute to a more solid planning process for a decade of action against illiteracy between 1990 and 2000.

8. Mobilizing a significant flow of new financial and material resources for the programmes of its member associations in literacy, recognizing that one major impediment to effective literacy action is the scarcity of material inputs — paper, pencils, transport, A-V material etc.

Maybe a "Women and Literacy" conference can be organized in the context of ILY.
(Hong Kong)

B. Special Projects

Video on Literacy and Peace

ICAE presented a project proposal for a video-based resource package linking the theme of peace to literacy. It will include a 15-20 minute video, accompanied by printed guidelines for incorporating the theme of peace in literacy materials. The package is designed to assist in developing local programmes focussing on the theme of peace. Peace is understood not just as the absence of war but as the absence of the structural violence that creates poverty, hunger and illiteracy. The film hopes to capture the thoughts and feelings of the newly literate, and the way literacy skills bring them new capacities to control their own lives. The film will be produced without narration, with the message conveyed solely by the subjects themselves, speaking about the effects of structural violence on their lives. The target audience includes

governments, non-governmental agencies, literacy organizations, peace educators, educational advisory associations, networks for literacy and Unesco project staff.

Discussion about the project included questions about why the peace theme was chosen in connection with literacy and the difficulty of combining two themes, "peace" and "literacy," each of which is itself rather complicated in terms of prevailing usages in different parts of the world.

Book Voyage Project

ICAE also presented a proposal to the Task Force for creating a special book for ILY written by literacy learners themselves. The basic idea is that during ILY, participants in literacy programmes throughout the world, including facilitators and coordinators, be encouraged to write for a special ILY 1990 book. Contributions to the book could be on any theme (life in our community, what it means to be literate, our ILY 1990 project, personal stories) and in any form (messages to other literacy participants in other countries, letters, poems, designs, photos etc.) The book could pass from country to country within a region or literacy center to literacy center within a country, with participants having a chance both to read the messages already written and to write new ones.

The World Assembly of Adult Education in Bangkok in 1990 could be a point to launch the project, with a set of "chapters" sharing a common cover (some form of notebook with a hard cover or loose leaf binder) presented to regional representatives. These regional representatives would have the responsibility of circulating the book from country to country, where special events could be staged to receive the book, read from it, add new messages, etc. Individual countries could promote campaigns to encourage literacy learners to write for the book throughout International Literacy Year, even writing a national book, out of which some messages would be chosen for the international book.

Some special event like International Literacy Day in September of 1990 or a special event at the end of 1990 to culminate ILY and launch a Decade for Literacy could be designated as the day to bring the chapters together. They could be presented to Unesco. The contributions to the book could then be edited to publish one or several international readers for use in post-literacy work throughout the world.

The proposal had an enthusiastic reception with the suggestion that a smaller group be constituted to work out the practicalities. Unesco expressed an interest in playing an active role in this project.

ILY 1990 Through the Arts

ICAE presented to the Task Force a number of suggestions of ways to educate and mobilize world public opinion about literacy and to place literacy on the public agenda at international, regional, national and local levels. While the presentation was entitled ILY 1990 Through the Arts, the document tabled went well beyond arts and the arts community to include ways to involve other sectors such as labour, sports, the communications industry and the corporate world.

The ideas suggested had not been assessed or costed in detail, except to verify that they were implementable. Several were adopted immediately as part of the programme of action outlined by the Task Force. Others will be considered during the ongoing programme planning activities for ILY 1990.

The proposals included:

1. Development of a theme song and symbol for ILY 1990. These would give a popular focus, broaden visibility and recognition while at the same time providing something to radio, TV and print media for education and publicity purposes.

2. Media. Develop an active, person-to-person programme to get media commitment to ILY 1990, with targets of 75 percent of all national media and 25 percent of all medium-sized media committed by June 1989 to "hard and soft" contributions and support.

3. World-wide popular music telethon. This would feature top-flight musicians with national and international content, providing a focus for ILY 1990, reaching the general public through a known medium, raising funds for national and regional literacy organizations and involving the arts community.

4. Travelling Art Show. A multinational art show could be mounted to tour the world and participate in local shows, events, specials and festivals, thereby stimulating the artistic community, reaching art lovers and providing media attention and vehicles.

5. Literacy Film/Video Festival. Film/video makers could be encouraged to help focus world attention on literacy through organizing at least ten national film/video competitions and an international literacy film/video competition.

6. Literacy Literary Competition. An international writing competition, special publications and national strategies could be organized to encourage the writing community, the literacy community itself and the educational community to take up the theme of literacy.

7. Travelling Theatre Troupe. A multinational theatre show could be mounted to tour the world and participate in local shows, events, specials and festivals.

8. Corporate Support for Literacy. Corporations could be invited to participate as ILY sponsors, paying for the right to use the logo, sponsoring events, contributing in general, purchasing media time to promote ILY 1990.

9. Trade Union Support for Literacy. Major trade union bodies could be approached soliciting their participation in ILY 1990, in order to focus the support of working people world-wide, celebrate trade union promotion of literacy over the years, etc.

10. Sport Community Support for Literacy. The sports community could be involved including TV commercials using high-profile athletes, an "international mini-soccer" championship for literacy, involvement of sports figures in national programmes.

11. One Event. Some kind of world-wide petition and torch run culminating in either Greece or at the United Nations could be organized to involve millions of people in the literacy dream and focus world media attention on literacy.

12. Merchandising. ILY 1990 could contract a major merchandising firm to market and sell ILY 1990 theme materials including T-shirts, hats and other paraphernalia.

13. Sculpture. A sculpture competition could be organized, with winning sculptures to be placed at the UN and before as many national parliaments as can be encouraged to participate.

14. Public Opinion Research. ILY 1990 could commission a world wide instrument of public opinion research in order to have the public opinion data to support the ILY case in the media and before government, and to have bench marks against which to measure ILY success.

4. *A Common Strategy for ILY*

During its second meeting in Berlin, the ITFL developed the framework of a common strategy for the period prior, during and after International Literacy Year. The strategy is divided into five broad areas:

— Creating Public Awareness
— Creating and Strengthening Literacy Structures
— Stimulating a "Great Debate" on Literacy
— Encouraging Literacy Research and Evaluation
— ITFL Coordinating Office Activities

A number of components within each area were identified, with an indication by the various ITFL members of where they wished to put their energies and resources. It was recognized from the outset that the actual implementation of the strategy would depend on many people and institutions in addition to those serving on the ITFL. Enlisting their active participation, both for the tasks already indicated and many others still to be identified, is a fundamental next step.

Creating Public Awareness

1. Information kit (common)
2. Dialogue with major donors on ILY 1990
3. Special kit to inform learners
4. Core message
5. Logo
6. Song
7. Mobilizing/informing primary partners
8. Mobilizing/informing secondary partners
9. Mobilizing/informing tertiary partners
10. Informing South Commission
11. Youth International Literacy Day (week?)
12. Making use of all existing channels and opportunities (meetings, newsletters, etc.)
13. Video on Literacy, Development and Peace
14. Mobilize women's organizations for literacy
15. Develop media resources for mobilization
16. World Assembly of Adult Education
17. Book Voyage
18. Telethon
19. Week on literacy in schools
21. TV spots on literacy

Working groups carving out a strategy for ILY 1990.

Creating and Strengthening Literacy Structures

1. Identify and strengthen existing groups
2. Create linkages between existing networks
3. Regional/country inventories
4. Information sharing
5. Identify assistance needs
6. Preparation of donor agency directories
7. Tutor training
8. Translation of relevant documents
9. Literacy with women and girls
10. Reach out to literacy in industrialized countries
11. Methodological guides for teachers/NGOs/programme organizers
12. Exchanges (regional, South-South, North-South, South-North)

13. Involve popular groups in literacy
14. Films and videos (identify, make and distribute)
15. Creation of adult education committees for workers
16. Collections of stories of grassroots literacy (learners, teachers and organizers)
17. Set up donors' consortium NGO fund for ILY 1990
18. World Assembly of Adult Education
19. Learners' Conference
20. Event/seminar/publication on use of new technologies
21. NGO literacy award (grassroots)
22. Post-literacy material (develop/exchange)

Stimulating a "Great Debate" About Literacy

1. How and when of literacy
2. Popular education
3. Lexicon of literacy
4. Literacy and empowerment
5. Ideology, methodology, technology
6. Illiteracy expensive
7. Literacy = catalyst to enable, accelerate
8. Illiteracy = symptom of other causes
9. Integrate literacy into other sectors of development
10. Focus on women's role
11. Post-literacy
12. Language and literacy
13. Numeracy

Encouraging Literacy Research and Evaluation

1. Women's experience of literacy and illiteracy throughout the world
2. Training and funding for research/evaluation
3. State-of-the-art review of literacy from an NGO perspective
4. Promote regional action research seminars
5. Encourage micro studies of literacy
6. Collect and analyze existing research
7. Collect regional and local unpublished documents
8. Catalogue of research activities/institutions
9. Identify major research issue
10. Voices of literacy participants
11. Collection of stories (learners and teachers)
12. Visual impact
13. Study need for clearing house for literacy research
14. Preparation of project proposal for state-of-the-art review
15. Position papers for research

Activities of the Task Force Coordinating Office

1. Internal working groups within ITFL
   - ❖ sub-committee to promote state of the art review/"Great Debate"
   - ❖ sub-committee on literacy in the industrialized world
   - ❖ special focus on women
2. Monitoring progress
3. Quarterly newsletter
4. Fund-raising
5. Monthly bulletin on ILY progress
6. Dissemination of information among ITFL members
7. Cooperation among task force members
8. Publication of synopsis of Needs Assessment Survey
9. Preparation of Third ITFL meeting
10. Fund-raising
    - ❖ project proposal on ITFL
    - ❖ general information on ITFL to Unesco, National Commissions and the permanent delegation of the countries to Unesco

5. Appendices

A. Plans of Action of International NGOs Prior to, During and Beyond ILY 1990

International Council for Adult Education (ICAE)
Prior to ILY
1988
— Convene second ITFL meeting
— Prepare and disseminate report of first ITFL meeting
— Prepare and send Needs Assessment Survey questionnaire to national and regional member associations
— Compile response to the survey
— Prepare and disseminate report of second ITFL meeting
— Convene third ITFL meeting
— Lobby development assistance agencies and UN agencies
— Mobilize and strengthen ICAE member associations and provide support for their activities
— Prepare and plan international musical telethons (exploration)
— Explore possibilities for initiating state-of-the-art study on literacy from an NGO perspective
1989
— Prepare and disseminate report of third ITFL meeting
— Convene fourth ITFL meeting
— Lobby development assistance agencies and UN agencies
— Mobilize ICAE member associations and provide supports to their activities
— Produce video on Literacy, Development and Peace and prepare curriculum guidelines for it
— Prepare and plan for international musical telethon
— State-of-the-art study on literacy
— Prepare and disseminate report on fourth ITFL
During ILY
— Convene a World Assembly on Adult Education in Bangkok on the theme of "Literacy, Popular Education and Democracy."
— Start the "Book Voyage" project
— Put on the international musical telethon
— Prepare special issue of ICAE journal, *Convergence*, on literacy

Yusuf Kassam, ICAE

Unesco
Prior to ILY
— Increased action by governments
- ❖ Technical and financial assistance for strategies/training
- ❖ II World Congress on eliminating illiteracy

— Increased public awareness
- ❖ Practical guide — ILY
- ❖ Bulletins: Objective 2000
  Adult Education Information Notes
  ILY booklet
- ❖ Publications: *Prospects, Courier*
- ❖ Booklet on functional illiteracy in industrialized countries
- ❖ Articles in other bulletins, newspapers
- ❖ Press releases, radio programs
- ❖ TV
- ❖ Film for ILY

Maria Luisa Jaureagui de Gainza, Unesco

- Music/poster context
- Logo/postal stamps

— Popular participation
- Co-action program
- Special account for world literacy

— International cooperation
- NGO consultation committee on literacy
- Multi-NGO projects
- Practical guide for NGOs
- Project financing through funds-in-trust

— In cooperation with inter-organization, UN agencies
- UNICEF basic education programmes
- Contact others (World Bank, UNDEP)
- International NGO Task Force (ICAE), IRA

During ILY 1990

— Intensify work
- regional programs of education in Latin America, Africa, Asia, Arab states
- industrialized countries
- LDCs (10) with the largest numbers of illiterates
- action target groups — women

— World Congress — IBE

— International meetings

UIE (Unesco Institute for Education)

Prior to ILY

— Focus on post-literacy
- Research — further studies
- Research-based training seminars: two seminars during 1988/89 involving 21 countries and 42 participants
- Four specialists in research (new programme)
- Cooperation and support of the German Commission for Unesco and FRG
- Preparation, publication and dissemination of handbooks on post-literacy

— Studies and orientation seminar on evaluation in relation to literacy, post-literacy and basic levels of education
- Two more seminars
- Publication of a handbook

— Exploratory studies on alternative and non-formal approaches to primary level education for out-of-school children
- International survey and case studies in cooperation with Unesco

— Problems of functional illiteracy in industrialized countries
- Major workshops (December 1986) with Unesco involving 50 participants from most countries in Europe
- Publication: report in English, French, German
- Studies: UK, FRG (FRG study published in English and French)
- Analytical bibliography: Network
- Case studies, bibliography and reports distributed to more than 800 addresses in Europe
- *International Review of Education* — preparation and publication of a special issues of UIE's quarterly journal on post-literacy (to be published in December 1989)
- Documentation of pertinent literature on post-literacy and functional literacy in industrialized countries: further augmentation and replenishment
- Cooperation with ICAE, other NGOs and INGOs, regional agencies

Ravinder Dave, Unesco Institute for Education

During ILY — and beyond

— Post-literacy work to be further developed
- ❖ One more training programme with greater participation
- ❖ Further augmentation of specialists in research programmes
- ❖ Further cooperation with the German Commission for Unesco and FRG
- ❖ Publication of case studies

— Studies and orientation seminar on evaluation in relation to post— literacy, literacy and basic level education
- ❖ Seminar on impact evaluation
- ❖ Dissemination of the handbook
- ❖ Other similar activities

— Exploratory studies on alternative and non-formal approaches to primary level education for out-of-school children
- ❖ Publication and dissemination of findings
- ❖ Other similar activities

— Problems of functional illiteracy in industrialized countries
- ❖ Further augmentation of this work
- ❖ Working group (joint) of specialists from industrialized and developing countries for considering global issues and action (if funds are available)

— Special issue of *International Review of Education* to be widely distributed and used for various purposes from the beginning of 1990

— Revision and publication of analytical bibliography
- ❖ Use of materials in research and training programmes

John Mungai, AALAE

African Association for Literacy and Adult Education (AALAE)

Prior to ILY

1988

— Task force formation

— Programming
- ❖ Country surveys
- ❖ Study of literacy in Africa
- ❖ Networks
- ❖ Case studies
- ❖ Training programmes
- ❖ Materials development
- ❖ Study tours/visits

1989

— Third Task Force meeting

— Country surveys

— Information dissemination

— AALAE/CEAAL initiative

— Literacy for special groups

— Evaluation/monitoring (package development)

During ILY

— Task Force Conference

Hashim Abu Zeid, ARLO

Arab Regional Literacy Organization (ARLO)

Prior and During ILY

— Increasing action by governments
- ❖ Revision of national literacy plan (1980-1985)
- ❖ Holding meetings, symposia etc. to discuss problems of national literacy plans
- ❖ Holding Fifth Alexandria Conference
- ❖ Devoting Arab Literacy Day (January 8th, 1990) for official announcement of ILY 1990

— Increasing public awareness
- Directing ARLO mobilization projects (1988-1990)
- Launching the literacy TV program (an-Al-Awan) through Arab satellite
- Strengthening cooperation with Arab radio and TV organization
- Publishing and translating materials related to ILY
- Adopting or adapting materials from international bodies or other regions

— Increasing popular participation
- Coordinating with Arab organizations (G.A.A., women workers, teachers, farmers, students, youth)
- Providing G.A.O. with materials and information
- Arranging TV, radio and press releases, interviews and discussions
- Organizing literacy art exhibition in some Arab capitals

Rosa Maria Torres, Latin American Council of Adult Education

Latin American Council for Adult Education (CEAAL)

Prior to ILY

— Empowerment of popular literacy in the context of popular education
- Strengthen and consolidate national networks
- Implement mechanisms to link literacy with other popular education initiatives
- Increase awareness of both governments and civil society
- Train human resources for literacy (leaders, intellectuals, technical staff and promoters), stressing theory and method
- Encourage NGOs to establish medium and long terms policies and strategies
- Implement strategic literacy programmes for the indigenous population (first priority), women, young people and the urban marginalized
- Promote and support popular basic education and continued education
- Promote and support the definition/redefinition of regional and national strategies
- Get financial cooperation for literacy action
- Publish national and regional information bulletins
- Systematize experiences of literacy
- Create mobile teams of highly qualified people
- Organize a Latin American meeting in Brazil focussing on technical aspects of literacy for youth and adults

— Theoretical, strategic and methodological development of popular literacy
- Participatory research on native languages with a view to developing bilingual methodologies to develop popular education experiences with indigenous communities in Argentina, Bolivia, Peru, Ecuador, Guatemala and Mexico
- Reflection and systematization of popular literacy experiences
- Research related to specific popular sectors and concrete themes
- Training personnel for preparing educational materials
- Cooperative work among the different programmes and networks of CEAAL
- Publication of books prepared by newly-literate, popular educators and technical personnel

— Cooperation with Third World countries and industrialized countries

a) South to South
- Projects of reflection, systematization and research
- Exchanges of popular educators and technical personnel
- Exchanges of publications and materials
- Technical cooperation

b) South to North
- Exchanges of research and evaluation processes
- Exchanges of publications
- Exchanges of technical cooperation

During ILY

— Empowerment of popular literacy in the context of popular education
- ❖ Make explicit and disseminate the processes, results and products of literacy action
- ❖ Consolidate the activities carried out in 1988/89
- ❖ Evaluate the experiences and define and implement a Plan of Action for the next three years (1991-1993)

— Theoretical, strategic and methodological development of Popular Literacy
- ❖ Dissemination of processes, results and products of Literacy Action in the regional and international communities
- ❖ Evaluate the knowledge produced and define a new Plan of Action for the next three year (1991-1993)

— Cooperation with Third World countries and industrialized countries

a) South to South
- ❖ Dissemination of the processes and results of international cooperation in the field of Literacy Action
- ❖ Regional and international seminar, if it is possible to get financing

b) South to North
- ❖ Evaluation and definition of a Plan of Action for the next three years (1991-1993)

Post ILY

— Empowerment of popular literacy in the context of popular education
- ❖ Carry out the new Plan of Action (1991-1993)

— Theoretical, strategic and methodological development of Popular Literacy
- ❖ Carry out the new Plan of Action (1991-1993)

— Cooperation with Third World countries and industrialized countries

a) South to South
- ❖ Carry out the new Plan of Action (1991-1993)

Caribbean Council for Adult Education (CARCAE)

Prior and During ILY

— Surveys
- ❖ State-of-the-art on NGOs' community-based initiatives
- ❖ Levels of illiteracy in specific geographic areas

— Workshops
- ❖ For literacy practitioners/network participants on defining literacy in the Caribbean context
- ❖ On definition of function literacy and its measurement

— Training Workshops

— Strengthening literacy facilitator networks
- ❖ Disseminate major international normative instruments and guidelines
- ❖ Disseminate specific technical materials requested by the network participants

— Documentation and AV
- ❖ Disseminate the bibliography on literacy in the Caribbean
- ❖ Document selected experiences
- ❖ Develop "how to" guides
- ❖ Develop a manual

— Advocacy

— Symposia

— Expert exchanges within Caribbean, South-South and South-North

— Observation of International Literacy Day

— Cooperation with other NGOs
- ❖ CARCAE with CARIPEDA, ECODEV, Rotary, YWCA, Lions etc.
- ❖ CARCAE mobilization of assistance for ILY activities

Didacus Jules, Caribbean Council for Adult Education

— Cooperation with partner agencies in donor countries
- ❖ With ICAE for ITFL and other expert speaking tours, supplementary small-scale funding advocacy with regional governments, etc.
- ❖ With Oxfam-UK, CUSO, Inter-Pares to build networks and programme links

— Cooperation with donor agencies and regional bodies
- ❖ Work with the University of the West Indies in research on literacy, inclusion of literacy issues in education courses, publication of special issues of regular bulletins/journals etc.
- ❖ Work with appropriate agencies to upgrade literacy option in three year certificate
- ❖ Undertake a concerted drive to collect samples of indigenously produced literacy instructional materials
- ❖ Seek the collaboration of leading Caribbean artists and cultural workers for advocacy and public sensitization on ILY
- ❖ Seek the collaboration of the Caribbean media workers' association (CAM WORK) in making ILY a consistent focus in regional and local media

— Cooperation with UN Agencies concerned with literacy
- ❖ CARCAE is already playing a major role in the Unesco major projects in education as the collaborating agency for the English-speaking Caribbean. Recommendations will be made for governmental commitment for ILY 1990 and beyond
- ❖ Continued close collaboration with Unesco National Commission in terms of small discretionary grants for specific national activities, accessing larger funding from Unesco or other UN agencies, accessing UN materials, studies, instruments etc. on literacy for use in the Caribbean

Pai Obanya, WCOTP

World Confederation of the Organizations of the Teaching Profession (WCOTP)

Prior to ILY

1988

— Meetings of ITFL
— Development of biennial plan
— Presentation at assembly of delegates
— Circulation of ideas among member organizations
— First write-up in *ECHO*

1989

— Increase awareness about ILY through field representatives to national organizations
— Mobilize for ILY through regional group meetings:
  - **a)** Education for All in Africa (Accra, March 1989)
  - **b)** Caribbean round-table
  - **c)** North American trans-border conference
  - **d)** Latin American group meeting
  - **e)** Asian-Pacific consultation
  - **f)** European conference (Dublin, April 1989)

— Involvement on ICAE
— Second write-up in *ECHO*

During ILY

— Publicity through *ECHO* and member organization journals
— Monitoring of teachers' involvement in national activities
— Encouragement of teachers union initiatives
— 1990 post-assembly seminar to review the year and plan for the future

International Union of Students (IUS)

Prior to ILY

1988

— First stage of the project on training young specialists in literacy work (West Africa, Dakar)
— Meeting of the Club of Vienna (gathering of young researchers in global problems)
— First meeting of the International Association of Young Philosophers (Brighton)
— Fourth International Peace University (University in Global Issues)
— International Students' Round-table (European students in Poland)
— 70th Anniversary of COMDOBA Manifesto (celebration in Argentina)

1989

— IUS Executive Committee meeting (Cyprus, April)
— IUS participation in the 13th World Festival of Youth and Students (Pyongyang, July, student center on global problems)
— Second stage of the project on training of young specialists in literacy work (Indian sub-continent)

During ILY

— Widen the discussion at the world university initiative for education summing up of the project "World gathering on today's university and education" (Autumn)
— Global seminars series (initiatives of AIESEC) summing-up (London)
— Third stage of the project of training young specialists in literacy work (Central America - Caribbean)

Sergiusz Najar, International Union of Students

World Young Women's Christian Association (WYWCA)

Prior to ILY

1988

— Dissemination of information through meetings and correspondence to all National Associations regarding:
  a) Issue of illiteracy
  b) International Literacy Year
  c) Task Force for ILY 1990
  d) Plan of action, role and responsibility of ITFL
— Linkages with agencies at international level (World Council of Churches, YMCA, World Students' Christian Federation etc.) in order to:
  a) Find out their knowledge of and involvement in ILY 1990
  b) Identify areas of work with national affiliates
  c) Possibility of coordination of activities for ILY 1990
— Send questionnaires to all national YWCAs to collect information about their existing programmes of adult education/literacy

1989

— Compilation and analysis of data received from national associations
— Dissemination of information about available resources such as material, training, expertise and funding
— Workshops at international/regional/national levels
— Action plans of national associations regarding:
  a) Raising/creating awareness about ILY 1990
  b) Advocacy and lobbying roles
  c) Strengthening existing programmes/activities
  d) New initiatives

Post ILY

— WYWCA publication on literacy
— Further action will depend on feed-back from national associations

Radha Kumari, WYWCA

Salvator Romagna, CCIVS

International Christian Youth Exchange (ICYE)/Coordinating Committee of International Voluntary Service (CCIVS)
Prior and During ILY

— Youth development and leadership training seminar focus on literacy (Liberia)
— Diffusion of information on ILY through ICYE International newsletter (quarterly)
— Work as volunteers for three months in literacy division of Unesco (as of July, 1988)
— Stimulate links and actual cooperation in literacy work on the part of their respective constituencies
— Reconfirm commitment to mobilizing members in preparing International Literacy Day and ILY 1990
— In cooperation with Unesco, compile a new edition of a guide on literacy opportunities for volunteers throughout the world
— Distribute this guide to literacy and post-literacy organizations throughout the world in English, French and Spanish
— Dedicate an issue of its quarterly bulletin on literacy
— Promote literacy materials/publications within its network
— Follow-up on the proposal to organize an inter-NGO training course for young literacy workers (1988/89) with support from Unesco

Joyce White, MCL

Movement for Canadian Literacy (MCL)
Prior and During ILY

— Major tasks
- ❖ Encourage widespread public awareness
- ❖ Encourage governments to develop appropriate policies through a consultative process to respond to the problem, including protecting the rights of disadvantaged adults
- ❖ Encourage educationally disadvantaged adults to exercise their rights to literacy training

— MCL promotion of ILY by:
- ❖ Convening meetings with national organizations and government officials
- ❖ Initiating a letter writing campaign to publicize ILY 1990
- ❖ Supporting the establishment of learner networks through provincial organizations, as well as supporting the planning and organization of a National Learners' Training Workshop in 1989
- ❖ Establishing the development and circulation of a policy and action newsletter which will encourage wide-spread public awareness of literacy problems
- ❖ Investigating the possibility of establishing a Canada-wide electronic literacy bulletin board and network
- ❖ Coordinating workshops for journalists around the issue of literacy
- ❖ Compiling a promotional kit that would identify possible and established projects for local, provincial and national organizations

Andree Boucher, RGPAQ

Le Regroupement des Groupes Populaires en Alphabétisation du Québec
Prior to ILY

— Governmental commitment
- ❖ Creation of an ad hoc committee of the inter-ministerial committee to identify the needs of specific populations (women, young immigrants, workers, etc.) and to propose actions that should be undertaken by the different ministries of the government of Quebec.
- ❖ Ad hoc committee to work on objectives for ILY 1990
- ❖ Possibility of forming a national committee (in Quebec) for the preparation of ILY 1990

— Regroupement des Groupes Populaires en Alphabetisation du Quebec
- ❖ Make ILY 1990 a major topic of the annual general meeting of the 30 member groups in June 1988

- ❖ Form a committee of facilitators and learners to define and organize activities for the year
- ❖ Have member groups prepare teaching activities on the theme of ILY 1990
- ❖ Participate at different public activities to promote ILY 1990 and the general message related to it
- ❖ Collaborate with NGOs, unions, popular groups, etc.
- ❖ Work with the media

— Message for ILY

- ❖ Reinforce our demand for long-term and medium-term commitment by government and a general plan of action involving all sectors of society
- ❖ Make use of the promotional materials already produced

NGOs and Literacy Strategies in India
Prior and During ILY

Government Commitment to Literacy

A National Literacy Mission was launched on May 5, 1988. Its target is 30 million literate by 1990 and 50 million literate by 1995. It shows conceptual soundness and indicates willingness to act. Operationalization and implementation leave themselves open to question in view of past performances. An NGO role will be necessary for monitoring, interventions and support where possible.

NGO Commitment to Literacy

This needs assessment and will require a number of steps.

— Survey NGO priorities/programmes/methods. Analyze and disseminate findings both to NGO sectors and government. (Attempts are underway with government support sought, Financial and human resources are urgently needed. The time frame is 1988/1989)

— Build up an effective NGO network around literacy and adult education since none exists at present. Given the size of the country and the problems, this is essential for progress. Urgent action is required in several areas:

- ❖ Strengthen/revive existing bodies, e.g. Indian Adult Education Association, all India committee for the eradication of female illiteracy
- ❖ Identify NGOs, by state, to take on certain leadership and coordination functions in developing these networks
- ❖ Liaise with government departments of adult education at various levels, namely central, state, state resource centers for adult education and local departments of adult education
- ❖ Organize workshops, one-day meetings, and other events to bring a cross-section of people together to consider policy perspectives and plans for literacy and adult education 1988-1990

— Training and research collaboration and intervention

- ❖ Make energetic efforts to link and activate existing Participatory Research and training facilities to plan more constructive and meaningful interventions in government and NGO adult literacy programmes
- ❖ Share concrete suggestions on a wide range of research possibilities with groups in university and participatory research areas, and facilitate more and innovative research initiatives into critical aspects of literacy, adult education and development

— Mobilize other NGOs with focus other than literacy for linkages and to build in literacy component e.g. women's groups, health education, peace, environment, worker education, trade union, other activists

— Education with/of women and girls (Special plans of action for this group are essential in the Indian context. Government and NGO programmes exist across the country. They need focus, materials and content. They also need analysis and infusion of consciously progressive values, countering patriarchal and feudal customs and traditions. New literacy materials must be produced).

Lalita Ramdas, ANKUR (Society for Alternatives in Education)

— Facilitating academic and activist inter-relations to build a lobby for literacy. Academics have remained significantly aloof from the problems of literacy and development at the grassroots. Activists have become suspicious and almost hostile to academic positions and responses on initial questions of poverty, development, adult education and literacy. A small beginning is being made through a seminar organized by the Indian Association of Women's Studies for December 1988 on the theme "Rural Women — Poverty, Struggle, Survival — Education." The sub-theme is being coordinated by Lalita Ramdas and will involve an examination of the problem of illiteracy, non-formal education, and gender as a factor in education. All of this will be in the context of ILY and the National Literacy Mission.

— Mobilizing service men from the Armed Forces
- ❖ Tentative discussion begun with officials from the Ministries of Education and Defence.
- ❖ Target — those learning series every year
- ❖ Recommendation — that these men be motivated and given orientation for action in areas of literacy and health
- ❖ Use educated wives of service personnel in teaching/learning programmes

— Locate films, stories, plays around the issue of literacy. Encourage more productions such as the film from India shown to participants in Berlin, "Thumb Print." Find human and financial resources.

— Mobilize youth. Preliminary suggestion made to education ministry regarding utilizing educated youth team to work on literacy on a state-wide basis. Needs more contacts with universities, students' unions, etc.

— Use trade union networks. Needs concrete attempts to build contacts and send the message of ILY 1990. One possibility is to mobilize ICAE local worker education network.

(Government and media, public opinion mobilizing for ILY 1990 can only begin effectively once Unesco effectively communicates the official information to the government of India. This must be done immediately).

Heng-Min Lei,
National Association for Adult Education of China

National Association for Adult Education of China (NAAEC)

Prior to ILY

1988

— NAAEC Assembly to:
- **a)** convey information from the second meeting of the ITFL
- **b)** elect the executive of the NAAEC
- **c)** assign practical work to subordinate associations for ILY 1990.

— Work closely with the State Education Commission (SEDC) to cite 100 counties for their merits in the field of literacy

1989

— Establish literacy information work in north-west and south-west regions of China, where the percentage of illiterates is higher

— Compile model teaching materials for literacy

— Compile a handbook for literacy administrative personnel

— Organize training classes for the above personnel

During ILY

— Propagate the significance of ILY 1990

— Establish a National Association for Farmer Education and Research (NAFER) for literacy and literacy research, and for the exchange of literacy experiences at the grass-roots level

— Lead workshops in several selected counties for the purpose of promoting literacy in other areas.

— Train literacy teachers

German Foundation for International Development (DSE)

Prior to ILY

1988

— Second ITFL meeting
— Evaluation of development training programmes (two workshops)
— Production of distance education materials (two workshops)
— Internships at National Literacy Center in Malawi and DAE, Delhi
— Future tendencies educational planning of IIEP
— Three scholarships to IIEP courses
— Handbooks: evaluation, illustrations, distribution
— Basic adult education, University of Zimbabwe

1990

— Third ITFL meeting in Kenya
— Regional meeting of AALAE literacy network
— Evaluation (two workshops)
— Distance education (two workshops)
— Internship at National Literacy Center, Malawi and DAE Delhi
— IIEP training course
— Basic adult education, University of Zimbabwe
— Approaches to evaluation
— Handbooks (continued)

During ILY

— International conference
— Forum on PL materials in Harare
— Handbook writing for new readers
— Distance education (two workshops)
— Evaluation (two workshops?)
— IIEP training course
— Malawi literacy programme (?)

Josef Muller, German Foundation for International Development

International Reading Association (IRA)

Prior to ILY

1988

— Conference stand - New Orleans
— Formation of committee
— Completion of language experience guidebook
— Assessment of needs for Ghana projects
— Technical and materials support in joint projects

1989

— 1990 Atlanta conference theme - ILY 1990
— Dissemination of guidebook, demonstration sites in India, Africa, Latin America, Caribbean
— Planning for Ghana project
— Technical and materials support for joint projects

During 1990

— Involvement of IRA councils in ILY 1990
— Translation of guidebook to indigenous languages, broad dissemination through Unesco, preparation of training video tape
— Establishment of Ghana project
— Continued support to joint projects

Post 1990

— Expansion of Ghana project in trainer-of-trainers model

Alan Crawford, International Reading Association

Elisabeth Fuchs-Bruninghoff, European Bureau for Adult Education

European Bureau for Adult Education

Prior to and during ILY

— Establish the network between northern EEC countries by the end of 1988
— Extend the network to Scandinavia and Southern Europe
— ILY will be put to the agenda of General Assembly of European Bureau in September 1988 in Madrid
— Questionaire will be sent to the members of European Bureau at the end of 1988
— European Conference on Basic Eduaction and Employment in spring 1990

Appendix B. List of Participants

Abu Zeid, Hashim
Acting Director, ARLO,
Arab Literacy Organization
P.O. Box 3217
Baghdad (Saadoon)
IRAQ
Tel.: 718 7182/718 6246

Bhola, Harbans S.
Researcher
Indiana University
Third & Jordan Streets
Bloomington, Indiana
47405 U.S.A.
Tel. (812) 855 6843

Boucher, Andree
Researcher
Regroupement des Groupes
Populaires en Alphabetisation
du Quebec
5040 Boul. St. Laurent #1
Montreal, Quebec
CANADA H2T 1R6
Tel. (514) 277 9976

Boyd, Doreen
Secretary for Development
World YWCA
37 Quai Wilson
1201 Geneva
SWITZERLAND
Tel. (022) 32-31-00

Crawford, Alan
Co-President,
International Reading Ass'n
516 Caroca Ave.
San Fabriel,
California 91776
U.S.A.

Dai Rong-Guang
Researcher
Information Research Unit
State Education Commission
No. 35 Damucang Hutong
Beijing
PEOPLE'S REPUBLIC OF CHINA
Tel. 65 87 31 Ext.2526

Dave, Ravindra
Director
Unesco Institute for Education
Feldbrunnenstr. 58
2000 Hamburg 13
FEDERAL REPUBLIC OF GERMANY
Tel. (040) 44 78 43

Dietrich, Anja
Non-formal Basic Education Section
Hans-Boecker-Str. 5
5300 Bonn 3
FEDERAL REPUBLIC OF GERMANY
Tel. (0228) 4001-206

Fall, Muhamar
Vice President
International Union of Students
17th November Street
100 01 Prague
CZECHOSLOVAKIA
Tel. 231 28 12

Fuchs-Bruninghoff, Elisabeth
Head of Department
Literacy and Basic Education
German Adult Education Association
Holzhausenstr. 21
6000 Frankfurt 1
FEDERAL REPUBLIC OF GERMANY
Tel. 069-154 00 559

Hall, Budd
Secretary General
International Council for Adult Education
720 Bathurst St., Ste. 500
Toronto, CANADA, M5S 2R4
Tel. (416) 588-1211

Hinzen, Heribert
Deputy Director
Dept. for International Cooperation
German Adult Education Association
Rheinallee 1
53 Bonn 2
FEDERAL REPUBLIC OF GERMANY
Tel. 0228 — 35 50 61

Jaureagui de Gainza, Maria Luisa
Literacy Programme Specialist
Unesco
7, place Fontenoy
75007 Paris
FRANCE
Tel. (10 45 68 10 09

Jules, Didacus
Resident consultant
Literacy and Rural Development
National Research and Development
Foundation
P.O. Box 1097
Castries
St. Lucia
Tel. 809-45-24253

Kandrup, Poul
International Secretary
Adult Education
Danish Council for Adult Education
Roemersgade 7
1362 Copenhagen K.
DENMARK
Tel. 45-1-15 09 83

Kassam, Yusuf
Director of Programmes
International Council for Adult Education
720 Bathurst St., Ste. 500
Toronto, CANADA, M5S 2R4
Tel. (416) 588-1211

Kumari, Radha
YWCA of India
10, Parliament street
New Delhi 110001
INDIA
Tel. 311 561/310 294

Lei, Heng-Min
Deputy General
National Association of Adult
Education of China
State Education Commission
Adult Education Department
Beijing
PEOPLE'S REPUBLIC OF CHINA
Tel. 65 87 31 Ext. 2417

Lind, Agneta
Senior Programme Officer
Education Division
Swedish International
Development Agency
Birger Jarlsgatan 61
105 22 Stockholm
SWEDEN

Lizaraburu, Alfonso
ICAE Representative to Unesco
Vice-Chairperson
NGO Standing Committee, Unesco
Unesco
7, place Fontenooy
75007 Paris
FRANCE
Tel. (33) (1) 4568 0133

Marshall, Judith
Education Consultant
19A Kendal Ave., Toronto
CANADA M5R 1L5
Tel. (416) 968 3762

Morrison, Ian
Executive Committee, ICAE
Canadian Association for
Adult Education
29 Prince Arthur Ave.
Toronto
CANADA M5R 1B2
Tel. (416) 964 0559

Muller, Josef
Head, Non-formal Basic Education Section
Hans-Boecker-Str. 5
5300 Bonn 3
FEDERAL REPUBLIC OF GERMANY
Tel. (0228) 4001-206

Mungai, John
Literacy Network Convenor
AALAE
Kenya Institute of Education
Box 30231
Nairobi
KENYA
Tel. 02-749904

Najar, Sergiusz
Vice President
International Union of Students
17th November Street
100 01 Prague
CZECHOSLOVAKIA
Tel. 231 2812

Obanya, Pai
Programme Coordinator
Education
WCOTP
5 avenue du Moulin
1110 Morges
SWITZERLAND
Tel. (021) 801 7467

Ramdas, Lalita
Joint Director & In Charge
of Special Projects
ANKUR — Society for
Alternatives in Education
J 21 Hauz Khas Enclave
New Delhi 110016
INDIA
Tel. (011) 66 14 73

Romanya, Salvator
Coordinating Committee for International Voluntary Services
Unesco
1, Rue Miollis
75015 Paris
FRANCE
45.68.27.31

Schofthaler, Traugott
Secretary of Education
German Unesco Commission
Colmantstr. 15
5300 Bonn 1
FEDERAL REPUBLIC OF GERMANY
Tel. (0228) 63 15 91

Torres, Rosa Maria
Head Researcher -
Coordinator of the Area of
Popular Education & Communication
Centro de Investigaciones CIUDAD
Box 8311
Quito
ECUADOR
Tel. 230-192

White, Joyce
Adult Literacy/ESL Coordinator
Ottawa Board of Education
330 Gilmour street
Ottawa
CANADA K2P 0P9
Tel. (613) 239 2434

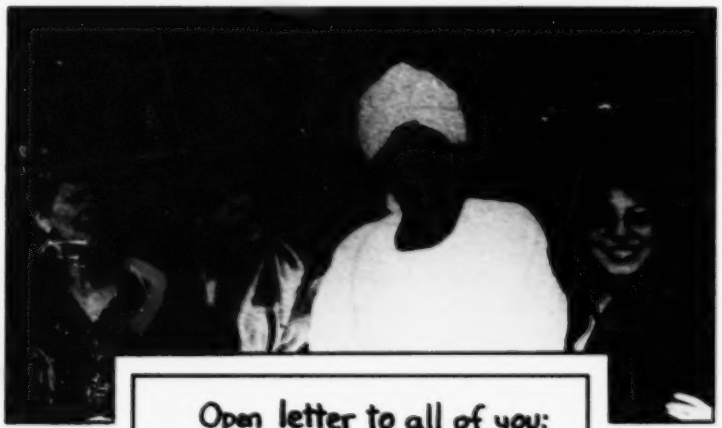
Zewge, Amele
Programme Assistant
International Council for Adult Education
720 Bathurst St., Ste. 500
Toronto, CANADA, M5S 2R4

It's not a question of a crisis of conviction about literacy. The question is not why, but how and when. Can literacy create conditions for economic, political and social change — or does economic, political and social change create the conditions for literacy?
Lalita Ramdas

We hear that literacy is not a high priority for various governments. But who sets these priorities? We talk of empowerment, but what do we mean?Basically, empowerment means people taking their affairs into their own hands. When that happens, what have we to do but support it — and make sure stronger powers don't take it over.
Doreen Boyd

It is easier to make people literate than to make them aware of their basic rights — and how to make government provide them.
Radha Kumari

ILY should not be marked by new campaigns or new discourses, but by the opportunity for working towards a general policy, seeing illiteracy as a complex and global problem.
Andree Boucher



Open letter to all of you:

It is always extraordinary to discover that, beyond all types of differences, the world is full of beautiful human beings.

Let us build together the happy present and future we and all our peoples deserve.

I Love You

Rosa Maria

Methodologies lead to ideology; ideology leads to methodology. Who has control over what is to be taught and how to teach?
Harbans Bhola

The official language is recognized as the language of mobility and access.
Didacus Jules

Literacy is a question of learning. Teaching has to take place. We cannot focus on the promotional questions to the exclusion of the actual teaching/learning process. And we should not shy away from specific targets. Have we defined specific objective, such as reduction of illiteracy by a specific percentage by the year 2000?
Ravinda Dave

In Latin America, NGOs have practically abandoned literacy. It is seen as just one more activity, with few economic resources devoted to it. Within the context of popular education, literacy is not a high priority compared with conscientization, cooperatives and women.
Rosa Maria Torres